



COURSE OUTLINE

EMB775 Developing Personal Leadership Capability

Course Coordinator: John Whiteoak (whiteoak@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Session 1

USC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

The purpose of this course is to introduce leaders to important concepts and practices that mobilise others and help build successful organisations. The course is experiential in nature and includes group discussions and practical exercises that develop the skills and behaviours needed for effective leadership. An important goal of the course will be to help participants understand how to lead and work collaboratively in diverse organisational settings. Core issues that will be covered in the course include leadership and management, self-awareness, leadership characteristics and leading effective teams.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Delivered in an intensive mode over two weekends: 9 hours each weekend, a month apart	9hrs	Week 1	2 times

1.3. Course Topics

Course Introduction

Understanding the leadership challenge.

- Model the way – clarifying personal goals and values
- How to inspire a shared vision
- Challenging the process
- Enabling others to act
- Encourage the heart

Leadership reflection

Communication and coaching skills

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

6 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Describe, and critically analyse personal leadership style using contemporary approaches to leadership development.	Creative and critical thinker
2 Describe, discuss and reflect on personal areas for leadership development.	Empowered
3 Explain and expand on how personal leadership style can be developed and improved.	Engaged
4 Analyse personal approach to leading effectively in contemporary organisations using experiential activities.	Ethical

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program BU791

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

MBA725 or MGT702

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In the week three feedback is available of a draft copy of your journal.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Journal	Individual	40%	Written and/or equivalent visual or recorded content of 2000 words.	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	20%	10 minutes	Refer to Format	In Class
All	3	Portfolio	Individual	40%	2,000 words	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Leadership Journal

GOAL:	The goal of this assignment is for you to develop a stronger awareness of your personal leadership style and explain underlying areas that may influence your current behaviour as leaders.																			
PRODUCT:	Journal																			
FORMAT:	Submit: 21st of Feb 2022 The leadership self-analysis journal requires you to reflect on your current leadership strengths and weakness and complete a reflective journal that integrates activities and experiential exercises.																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Evidence PD activities have been attempted during the course with personal implications/learnings articulated</td> <td>2</td> </tr> <tr> <td>2</td> <td>Depth of reflection around personal leadership strengths and weaknesses</td> <td>3</td> </tr> <tr> <td>3</td> <td>Vision and values developed and well-articulated</td> <td>4</td> </tr> <tr> <td>4</td> <td>Reflection on the five practices of the leadership challenge</td> <td>1</td> </tr> <tr> <td>5</td> <td>Creativity of presentation</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Evidence PD activities have been attempted during the course with personal implications/learnings articulated	2	2	Depth of reflection around personal leadership strengths and weaknesses	3	3	Vision and values developed and well-articulated	4	4	Reflection on the five practices of the leadership challenge	1	5	Creativity of presentation	2	
No.		Learning Outcome assessed																		
1	Evidence PD activities have been attempted during the course with personal implications/learnings articulated	2																		
2	Depth of reflection around personal leadership strengths and weaknesses	3																		
3	Vision and values developed and well-articulated	4																		
4	Reflection on the five practices of the leadership challenge	1																		
5	Creativity of presentation	2																		

All - Assessment Task 2: Presentation

GOAL:	The goal of this assessment is to encourage you to behave charismatically and develop skills in presenting to a group.
PRODUCT:	Oral
FORMAT:	Submit: Last day of class. You are required to deliver a 10-minute inspirational presentation on a leadership related topic.

CRITERIA:	No.	Learning Outcome assessed	
	1	Effective Introduction and conclusion	1
	2	Logical flow – well developed story	2
	3	Clear message developed	2
	4	Appropriate content (relevant to leadership)	3
	5	Engages well with the audience	4

All - Assessment Task 3: Developmental Goal-setting Worksheet and Rationale

GOAL:	The goal of this assessment is to support you in identifying specific areas for leadership development.		
PRODUCT:	Portfolio		
FORMAT:	Submit: 25th of Feb 2022		
	You are required to complete a detailed goal-setting worksheet that will focus on your personal leadership development with a supporting documentation that includes a research based rationale. .		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification of multiple specific strategies/goals for changing behaviour to improve leadership competence	3
	2	Goals should be linked to leadership challenge and personal reflections described in Task 1	4
	3	Explanation of theoretical and practical justifications of goals to leadership outcomes	1
	4	Application of appropriate references to support goal strategies	1
	5	Convincing argument (based on well-referenced research and practical evidence) provided to support goal development activities	3

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au